

Programme 119†.

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(January to March, 1931.
(April to July, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Judges*, chapters 13-16, and *I. Samuel*, chapters 1-8 (see Paterson Smyth). Teacher may study Dr. Paterson Smyth's† *Joshua and Judges* (Sampson Low, 2/6), Part II., lessons 7-14, inclusive, in order to bring the passages home to the children, adding comments if necessary.

Beginners: Teacher to read from *Bible Stories: Old Testament*, by R. G. Moulton (Macmillan, 2/6).

II. Suitable stories from *St. Matthew's Gospel*, chapters 9-21 (verse 17), inclusive, using Paterson Smyth's *St. Matthew* (Sampson Low, 2/-), lessons 8-15.

Teacher will find the following books useful for personal study: (a) *Fact and Faith in the Bible*, by the Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (d) *Palestine in Picture*, by Canon Raven (Heffer, 10/6).

† The 119th term of work set since the Parents' Union School began.

‡ Comes to an end this term.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (S.P.C.K., 9d.). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music, 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6).

Sunday Reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 1-72 (to B.C. 249). *General Gordon* (Nelson, 1/6).
- B *Mrs. Gatty's Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).
- A & B *The Call Drum* (Africa), by Mary Entwistle (Edinburgh House Press, 2/-). *Boys and Girls of Africa* (Highway Press, 1/-).
- Sunday Occupations: *Persia Painting Book* (C.M.S., 1/-).

Writing.

- A *New Handwriting* * (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); it is essential that the teacher should study instructions, (6d.).
- A Cards 3 (small letters), 1 and 2 (capitals), and 5 (numbers and joining of letters). Two letters to be mastered each lesson. Transcribe from reading and poetry books, and write words and short sentences from dictation; new words must be visualised beforehand (see *Home Education*, pp. 240-243). Cards 6, 7, 8 and 9 are good models for cursive writing.
- B Cards 4 (strokes and simple small letters) and 10 (simple capitals). One letter to be mastered each lesson. Write, or print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part II., from "The Departure from Gaius' House," to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 1-56.
- B Three or four Fairy Tales: choose from Andersen's *Fairy Tales*, pp. 169-344, or, from Grimm's *Fairy Tales*, pp. 97-182 (both Oxford Press, 3/6). *Æsop's Fables* (Murray, 2/6): choose from pp. 34-72.

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 394-452 (1685-1789). *Tales from Canterbury Cathedral*,* by Mrs. Frewen Lord (Sampson Low, 1/6), chapters 6-9.
- B *Our Island Story*, pp. 129-167 (1100-1199).

Geography.

In every lesson there should be six "Ambleside" map questions to be answered from the map before reading letterpress, then reading and narration.

Philip's *Atlas of Comparative Geography** (3/6).

- A *Ambleside Geography Books*, Book I.* (1926 edition) (Kegan Paul, 2/6), lessons 23-27 inclusive. *Ambleside Geography Books*, Book II.* (1926 edition), (Kegan Paul, 3/-), pp. 152-178. inclusive. Be able to describe six places connected with recent events. Pace and calculate distances on each of 4 roads for 2, 4, 5, 6 minutes, and say in which direction you walk.
- B *Ambleside Geography Book I.*, lessons 6-10, inclusive. *The Children's World* (1928 edition), by M. S. (Fountain Press, 2/6), pp. 34-52. *Red Feather and Singing Bird* (Milford, 3½d. or 6d.). Be able to describe six places Father and Mother (or teacher) have visited. (1), Describe, (2), make in tray of sand, islands, isthmuses, straits.

Natural History.¹

- A & B Keep a Nature Note-Book* (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Take regular nature-walks. Teacher will find useful: *Nature Rambles: Winter to Spring*, by E. Step, F.L.S. (Warne, 2/6). Find and name six kinds of twigs; watch six (a) animals, (b) birds.
- A *O'er Moor and Fen*,* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-80. *Wild Life Studies** by Frances Pitt (Nelson, 1/6), pp. 63-122.
- B *Wild Life in Woods and Fields* ("Eyes and No Eyes Series," Cassell, 1/-), pp. 1-48. *Birdland*, by Oliver Pike (R.T.S., 6/-), Part I., pp. 59-101.
- or, (overseas) A & B. *On the Seashore** ("Eyes and No Eyes Series," Cassell, 1/3), pp. 44-80. *Animal Life in the New World*,* by Martin Duncan (Milford, 1/-), pp. 41-83.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures* by Perugino (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the January number of the *Parents' Review*.

French.² (See N.B. 4.)

- A & B The work should be oral only, but in Upper I.A children may write down words and short sentences.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), ten lessons. Upper I.A, *La Vie de Madame Lapine* (Dent, 1/4), ten lessons. *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.).

¹ Members overseas see special leaflet.

² School may substitute the national language.

Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate.

B *La Vie de Madame Souris* (Dent, 1/-), six lessons each term.

A & B *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6); with six Columbia records, (6/6 each, not stocked at the P.N.E.U. Office).

Number. (See N.B. 4.)

If not at the stage indicated, children should start work in the books set at the point they have reached, and should work straight through them

Some rapid mental work for A and B each lesson, and regular practice in tables.

A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, 10d.). 2nd year, pp. 34-45, and *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 17-20 and 24; Set B (1/3) for additional examples may be used.

1st year, pp. 1-11 inclusive, with cards 1-3, 6, 7 and 9. It is essential that teachers should follow directions carefully in *Teacher's Book I.* (2/-).

B *Step-at-a-Time Arithmetic*, Book I.* (A. & C. Black, 7d.), pp. 1-13. Sums may be worked with dominoes, beans, etc., at first. It is essential that teacher should follow directions carefully in *Teacher's Book I.* (2/-).

Beginners: *Number*, by Mrs. W. A. Stephens, B.Sc. (Lond.) (P.N.E.U. Office, 4d.).

Brushdrawing.

A & B Teacher see *Home Education*, p. 313. Paintings of (a) six twigs; (b) six wild creatures that you have been able to watch; scenes from stories taken from Reading books set. Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Children should draw occasionally with brush, crayon or chalk from memory. Box of (a) crayons (4½d.), (b) coloured chalks (5d.). For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. Pencils should not be much used.

Recitations.

A & B Learn 6 consecutive verses from work set in *I. Samuel* and *St. Matthew*. Psalm 148, or a suitable hymn. Learn a poem (each child may choose a different one). Use one of the following: *A First*

Book of Poetry, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase* (*New Edition*), chosen by L. Chisholm, Parts I.-IV. (Nelson, I. and II., 5d. each; III. and IV., 6d. each).

B (only) *Fairies and Friends*, by Rose Fyleman (Methuen, 1/6).

Reading.

Children should "visualise" new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales (Upper I.A): *The Potter, the Tiger, and Much More** (Oxford Press, 7d.).

A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *Scottish Fairy Tales** (Collins, 6d.).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son),

or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/-), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

A *The Little Blue Man,** by G. Fanciulli (Dent, 3/6). *The Middle Country,** by O. Price (Harrap, 2/-). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6).

B Kipling's *Just So Stories* (Macmillan, 4/-), or, *Burmese Fairy Stories*, by Donald Mackenzie (Blackie, 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music Appreciation.

A & B The work of Mozart. See (a) article, and (b) records suggested under *Our Work*, in the January P.R.

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

A & B (a) *Ear Training*, by M. Chamberlain (Novello, 6/-). *Eye Training*, by M. Chamberlain (Novello, 2/6).

[N.B.—See Introduction for amount of work each term.]
(b) *The Child Pianist* (Curwen & Son, 3/-), with *Teacher's Guide* (revised edition, 7/6).

Singing.

See *Ear Training* and *Eye Training* above.

- A Learn two English songs: *The Clarendon Song Books*, Book I. (Oxford Press, 2/6 or 3/-; words and voice parts only, 6d. or 8d.).
- B Two songs from *Ear Training*, or from *Songtime*, edited by Percy Dearmer (Curwen, 4/6).
- A & B Two French songs (see under French).

Drill.

- A & B *A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 2/-). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.
- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
- B *Physical Exercises for Children under Seven* (3d.).
- A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work: Crafts, etc.

- A & B (a) Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6).
- (b) Paper modelling: I.A. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., Nos. 16-21. I.B. *Coloured Paper Work* (Dryad, 2/-); *The World of Paper*, by Forbicicchio (Willis & Co., Vols. III. and IV., 1/3 each), for cut-out animals.
- (c) Sewing: Use *The Little Girls' Sewing Book*, by Flora Klickman (R.T.S., 1/6); or make a pair of felt bedroom slippers: see *Dryad Leaflet*, No. 72 (Dryad, 6d.).
- (d) Toys may be made from *Model Railway Buildings*, by H. McKay (Wells Gardner, 1/6), and *The Play-work Book*, by Ann Macbeth (Methuen, 3/6).
- Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in the teaching of Drawing and all handicrafts in the following: (a) *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), (b) *Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable to follow stereotyped courses.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work in Form I.A. lasts for two years (average ages 7 and 8). In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales, History and Geography, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must either (a) begin the set book if these two subjects are new, or (b) continue in the set book from the point they have reached, but they will be handicapped in the future unless they have covered the full course for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional.

N.B. 6.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). A record of work should be kept (see leaflet H).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 9.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 10.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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Motto: "I am, I can, I ought, I will."

FORM I., (A & B).

PUPILS' NAMES

Bible Lessons.

I. A & B 1. Tell one story about Samson.

2. Tell a story about Samuel, (a), how his mother
"lent him to the Lord," or, (b), when God called
him.

II. A & B 1. Tell a story about (a), Jesus in the cornfields
with His disciples, or, (b), the feeding of the four
thousand.

2. Tell the story about Jesus and (a), the man with the
withered hand, or, (b), the young man who had
great possessions.

N.B.—Stories learned under Recitations should not be narrated.

Writing.

A Write (once only) a line of poetry from memory.

B Write, or print (once only),—"Kanga runs faster than
any of Us, even Me."

Tales.

A 1. Tell (a), how Mr. Great-heart and the four young men
demolished Doubting Castle, or, (b), how the
pilgrims came to the land of Beulah.

2. Tell one story about (a), "Helen of the fair hands," or,
(b), Hector and Achilles.

B 1. Tell (a), a short fairy story, or, (b), one long, or two
short Æsop's Fables.

English History.

- A 1. What do you know about (a), William of Orange, the Deliverer, *or*, (b), James Wolfe at Quebec?
2. Tell the story of (a), Bonnie Prince Charlie, *or*, (b), Richard Arkwright and his spinning wheel.
3. Tell what you know about (a), the Black Prince's tomb and his chantry in Canterbury Cathedral, *or*, (b), Archbishop Walter.
- B 1. Tell a story about (a), Queen Matilda, *or*, (b), Gilbert and Rohesia.
2. Tell a story about (a), Thomas à Becket, *or*, (b), about Richard Cœur de Lion.

Geography.

- A 1. Where would you find the Nile? the Sahara? Egypt? Describe a sandstorm in the desert, *or*, say what you know about the Nile.
2. What do you know about Columbus? Tell six things about Canada.
3. Explain (a), why the sun rises and sets, *or*, (b), the use of Meridian lines. Draw a diagram if you can.
- B 1. Tell what you can about (a), the Children of the Pyramids, *or*, (b), the Red Indians of America.
2. Tell (a), a story about Galileo and the wonderful discovery he made, *or*, (b), how we get day and night.
3. Name a place you have heard about from Father, Mother or teacher, and tell three things about it.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about (a), the red deer, *or*, (b), the curlew.
2. What do you know about **one** of the following, — (a), the dormouse, (b), the harvest mouse, (c), the mole?
- B 1. Tell about (a), a family of squirrels, *or*, (b), spiders on the common.
2. Tell about (a), the lapwing's nest and her babies, *or*, (b), the cradle in the reeds.

(Overseas.)

- A & B 1. What do you know about (a), a sea anemone, *or*, (b), a jelly fish, and the way it gets its food?
2. Tell (a), what you know about a beaver and how he makes his lodge, *or*, (b), about "Brer Possum."

Picture Study

- A & B Describe "The Vision of St. Bernard," by Perugino.

N.B.—Another of Perugino's pictures may be described if this one was not studied.

French * (Oral only. No written work to be sent in.)

- A Children (a), to recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences, *or*, answer six questions in French.

Number. (All working must be shown.)

- A 1. In a box of beads there were 235 blue beads, 528 red, 419 yellow, 106 green, 7 gold and 20 silver. How many beads were there in the box?
2. (a), Write in figures: nine, nineteen, ninety, nine hundred and nine, nine hundred and nineteen, nine hundred and ninety nine.
- (b), Add the even numbers from 10 to 20 to the odd numbers from 1 to 9.
3. In a Christmas pudding there were 12 ozs. of bread crumbs, 16 ozs. of flour, 14 ozs. of suet, 16 ozs. of dates, 4 ozs. of peel, 8 ozs. of currants, 8 ozs. of raisins, 18 ozs. of sugar, and 1 oz. of spice. How much did the pudding weigh?
- (2nd year) 1. 3000 soldiers were formed up in fours. How many rows of four would there be?
2. Add together 6 half-sovereigns, 5 half-crowns, and 4 sixpences.
3. 256 camels crossed the desert, each carrying 6 quarts of water. How many pints of water did they carry altogether? If it was carried in small bags holding 4 pints each, how many bags would there be? How many bags would each camel carry?
- B 1. Mary planted 20 bulbs, but 9 of them did not come up. How many did come up?
2. 3 robins, 2 blackbirds, 1 thrush and 10 sparrows came to a window to be fed. How many wings had they between them?
3. What is the change out of a shilling after buying 3 penny stamps, 3 twopenny cakes, and 2 penny oranges?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, of one of the stories (from books set) that you have enjoyed this term.
2. (a), A twig with leaf-buds, *or*, (b), an animal you have been able to watch.

Recitations. *

Father to choose a hymn, a poem, and two passages from the Bible lessons.

Reading. *

Father to choose unseen passage.

Music. *

Examine in work done and report progress.

Singing. *

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. *

Drill, before parents.

Work, Crafts, etc. *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on March 28th, *with no other enclosure*. The examination should last a full school week. The examination may be postponed till after Easter if due notice is given.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Infant Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, when it is not possible to arrange for the dictated answers for either I.B. or I.A.

N.B. 4.—Members overseas may send in papers for examination at the end of *any* two terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.